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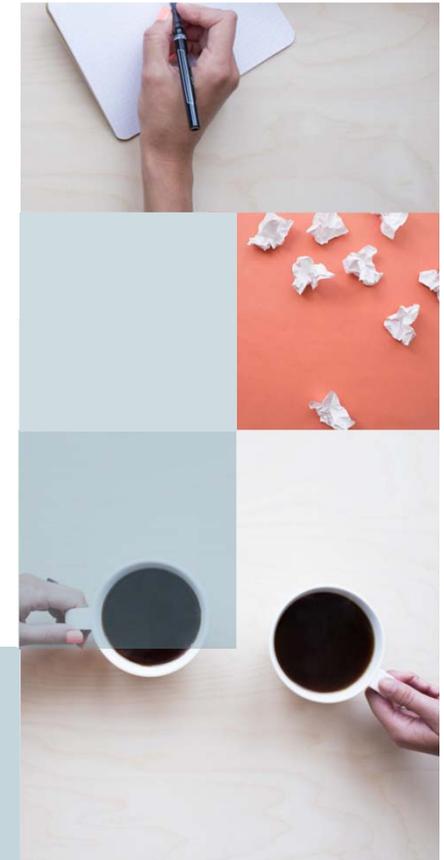


Curtin University



# *Flipped classroom for teaching English pronunciation through e-learning materials*

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# CONTENT

**Introduction**

**1**

**Literature review**

**2**

**Methodology**

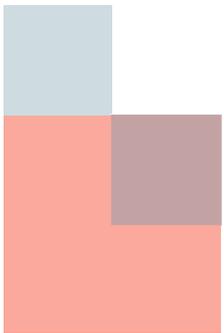
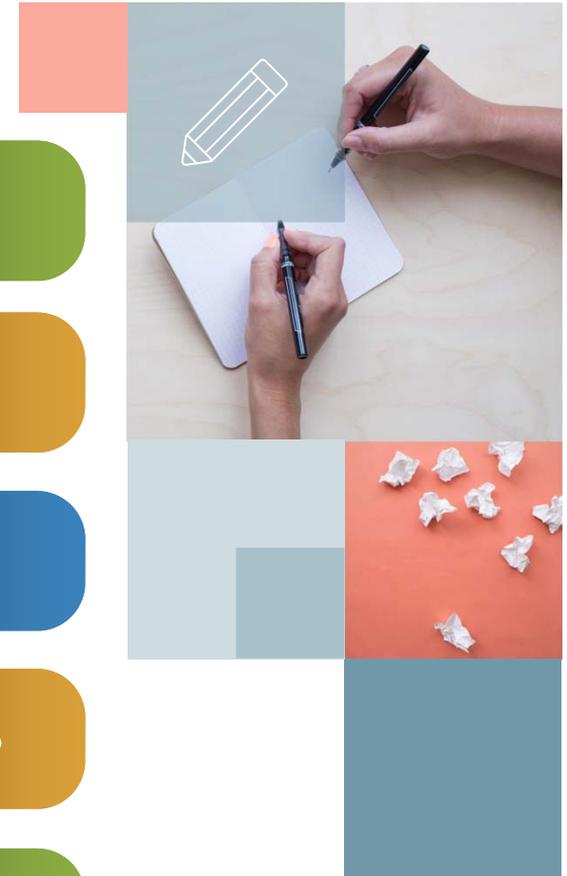
**3**

**Data analysis and results**

**4**

**Discussion and implications**

**5**



# 1. Introduction

- ❑ **English Pronunciation** plays an important role in English education.
  - ❑ **Face-to-face class**
    - limited time for practicing,
    - multi-level learners with different learning pace and styles
    - large size class
- ➔ **affect negatively the learners' performance**

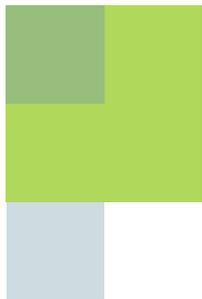
- ❑ **Flipped classroom (FC)**

- solve the classroom problems of lacking time
    - promote active learning,
    - increase teacher-student interaction

*(Hamdan, Mcknight, Mcknight & Arfstrom, 2014)*

- improve learners' autonomy

*(Santikarn & Wichadee, 2018)*



## 2. Literature review

### What is FC?

FC

reverses the traditional learning environment with the use of e-learning material as a pre-teaching tool

introduces the content knowledge and exercises before the face-to-face classes

treats homework as activities and tasks to be done during class time



## 2. Literature review

### Benefits of FC

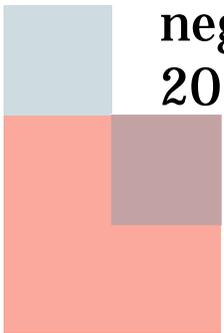
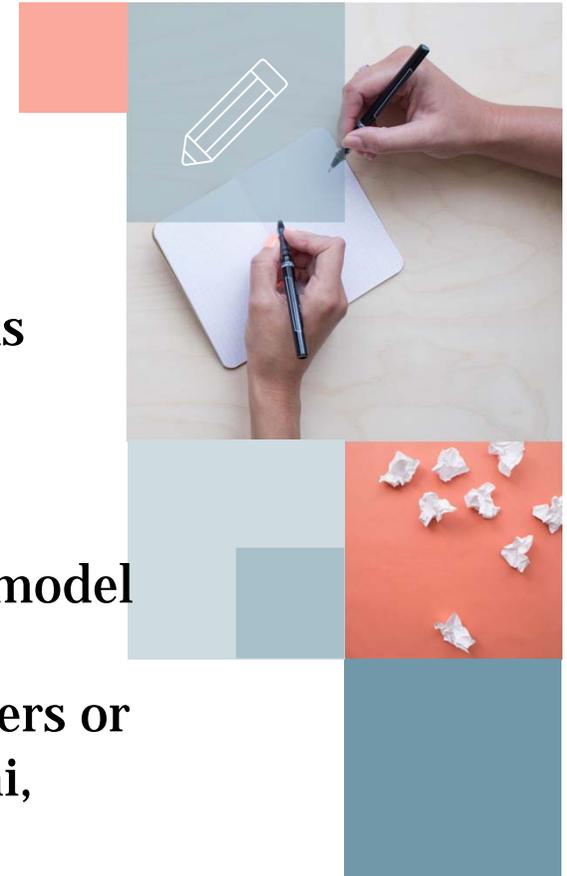
- ◆ maximise the time for teacher-student interaction, reinforce their relationship (Bergmann & Sam, 2012)
  - ◆ improve learners' engagement (Han, 2015; Hung, 2015)
  - ◆ personalise learning process (Basal, 2015; Kang, 2015)
  - ◆ increase learners' autonomy (Santikarn & Wichadee, 2018)
  - ◆ a place for student engagement and formative assessment of students' progress (Kang, 2015)
- 
- ◆ on specific content subjects of English language: Speaking, listening, grammar, vocabulary
  - ◆ improves students' confidence, motivation and interests in learning English (Han, 2015; Tran, 2017, 2018; Zhang, 2018)



## 2. Literature review

### Challenges of FC

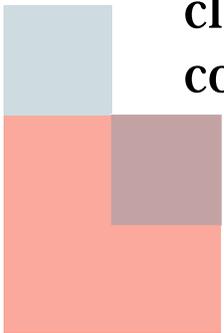
- ◆ time-consuming preparation of e-learning materials
- ◆ unwillingness of changing teaching methods
- ◆ untrained staff of the use of ICT and new teaching model
- ◆ students' difficulties adjusting to being active learners or neglecting to do the out-of-class work (DewiSuryani, 2014)



## 2. Literature review

### Previous studies of FC

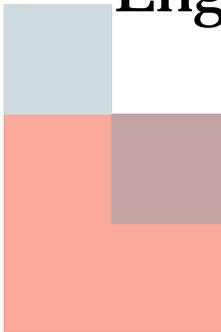
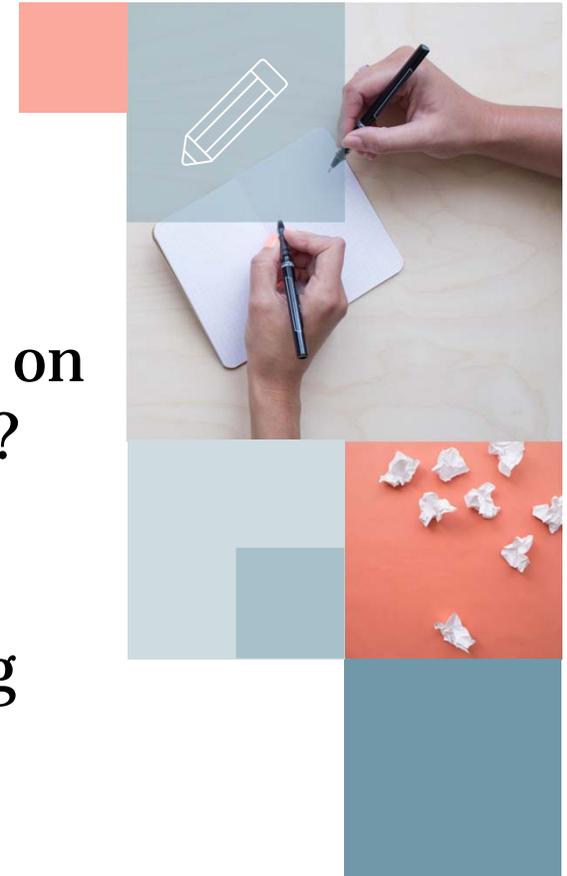
- ◆ the efficacy in terms of students' performance and proficiency levels (Hung, 2015; Tran, 2017, 2018; Zhang, 2018)
- ◆ Researches demonstrated positive attitudes and perceptions of both students (Choe & Seong, 2016; Hung, 2015; Tran, 2017, 2018) and teachers
- ◆ Sufficient evidences for the effectiveness of the flipped classroom teaching mode in English pronunciation course (Zhang, Du, Yuan and Zhang (2016)



## 2. Literature review

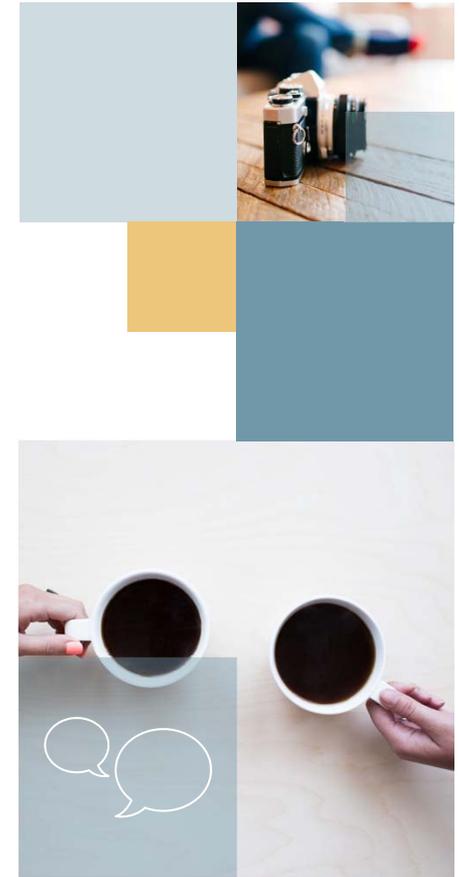
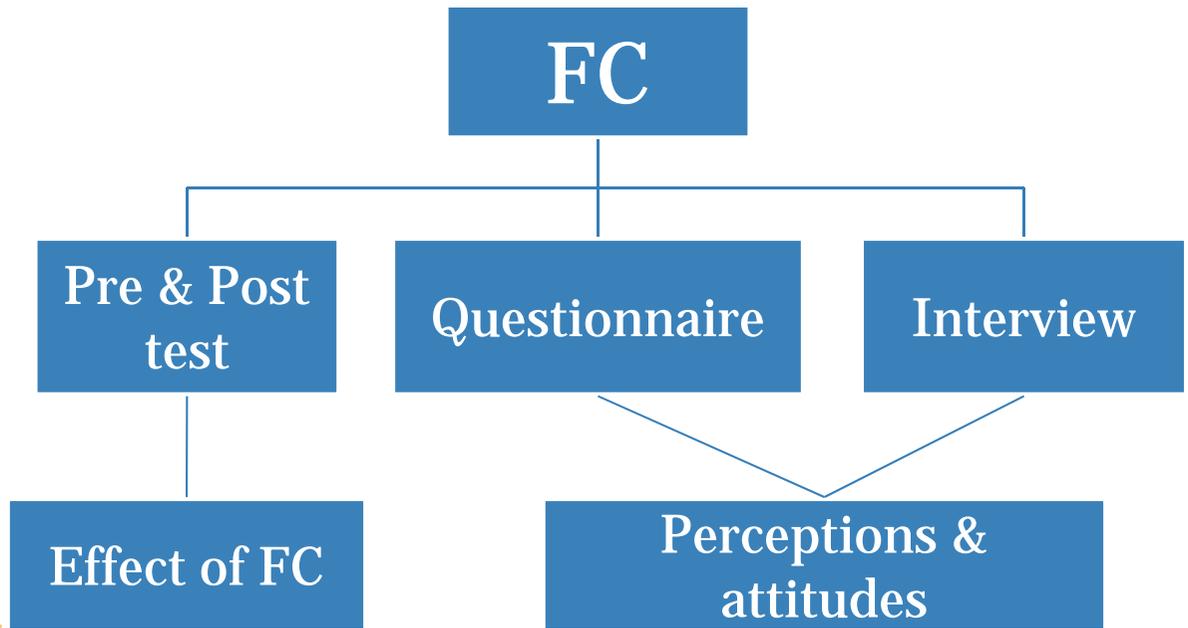
### Research questions

1. What is the effect of the flipped classroom on achievement of English pronunciation skills?
2. What are the students' perceptions and attitudes of the flipped classroom in learning English pronunciation?



# 3. Methodology

Participants: 20 second year students of English major



# 4. Data Analysis and Results

## Students' pronunciation performance

Mean scores of students' pronunciation performance						
	N	Total Score	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	10	4.90	8.60	6.9700	.90269
Posttest	20	10	5.10	8.90	7.3550	.88940

The paired-samples T-test result (sig = 0.044) indicated a significant difference in participants' pronunciation performance

Students' perception of their pronunciation performance					
	N	Minimum	Maximum	Mean	Std. Deviation
Performance	20	3.44	5.00	4.3611	.40284

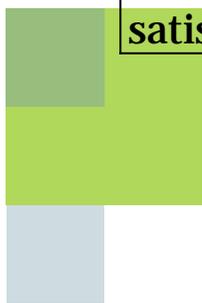
S1: "The sample videos helped me pronounce the target sounds more accurately and then I felt confident to participate in speaking activities".

# 4. Data Analysis and Results

## Students' perceptions and attitudes

Students' perceptions toward FC Instruction Model

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	20	4.00	5.00	4.7000	.37697
Effectiveness	20	4.00	5.00	4.6625	.37412
Flexibility	20	4.00	5.00	4.5250	.41279
Engagement	20	3.00	5.00	4.6250	.53496
Interaction	20	3.00	5.00	4.4750	.52503
Preparation	20	3.67	5.00	4.5333	.46390
Overall satisfaction	20	3.67	5.00	4.5500	.40861



# 4. Data Analysis and Results

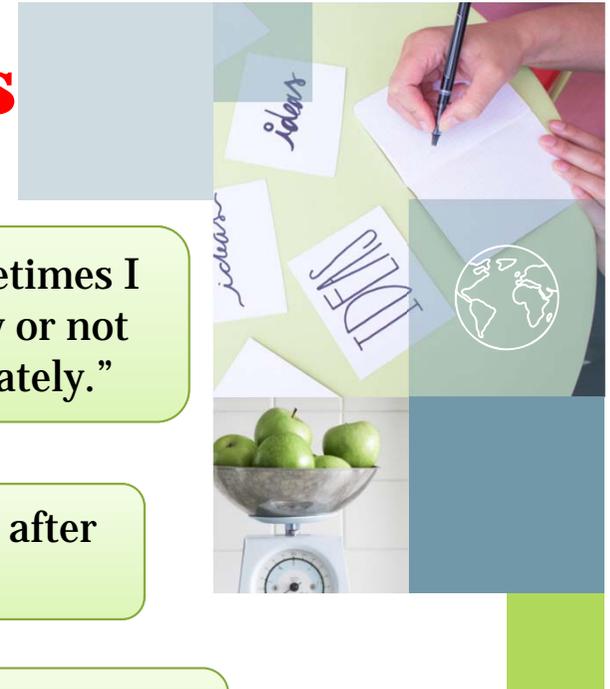
## Difficulties when studying with FC

S2: “During learning through the video before the class, sometimes I don’t know whether I pronounce sounds and words correctly or not but there is no teacher to correct my pronunciation immediately.”

S3: “It could be better if the time for us to complete the exercises after learning through the video is longer.”

S4: “Sometimes I had technical problems when submitting exercises via Google forms.”

S5: “It is not flexible for different levels of students because the exercises seem to be at moderate level. It could be boring for those whose pronunciation performance is higher.”

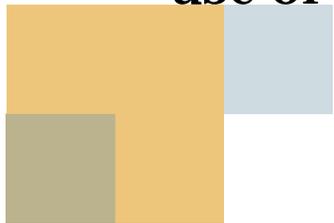
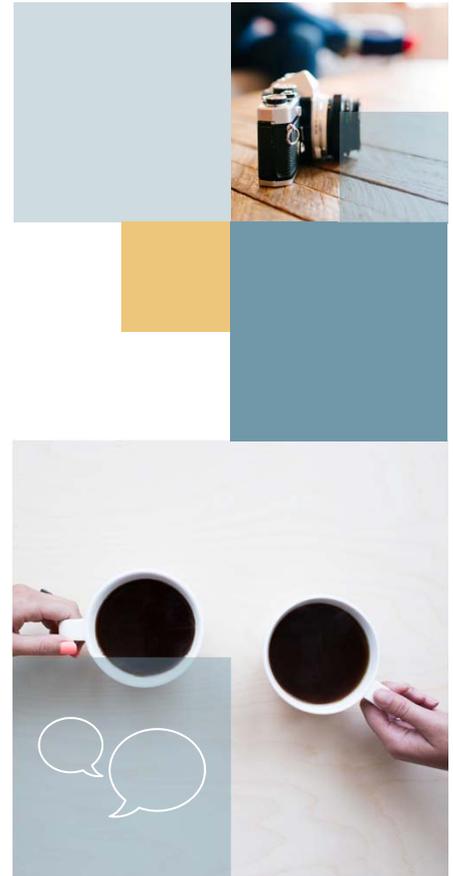


## 5. Discussion and implications

- ◆ FC conduciveness to English pronunciation learning

→ learners have improved articulators, classification, word pronunciation, sentence pronunciation, self-correction, word stress, tongue twisters, and conversation

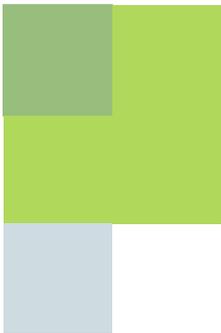
- ◆ the positive perceptions and attitudes towards the use of FC



## 5. Discussion and implications

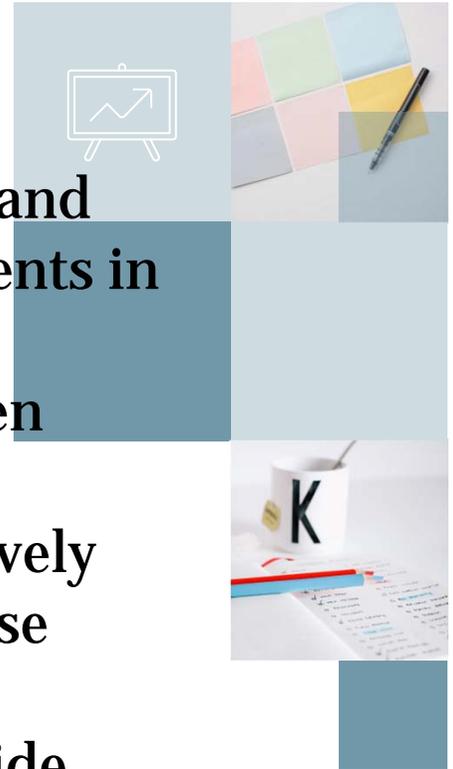
### Drawbacks of e-learning materials and FC:

- ◆ the course organisation
- ◆ the time allotted for completing exercises
- ◆ the one-size-fits-all videos



## 6. Conclusion and limitations

- ◆ English-major students' positive perceptions and attitudes towards FC and linguistic achievements in English pronunciation course
- ◆ Increases of interaction and feedbacks between teachers and learners and among learners
- ◆ FC overall pronunciation skills, which cognitively orients learners to increase control over the use of specific vowels and consonants
- ◆ The designed e-learning materials in FC provide language learners with more learning opportunities and useful supports in improving their pronunciation performance



## 6. Conclusion and limitations

### Limitations:

- ◆ Small-scale study  
→ the implementation of the FC in larger size classes
- ◆ limited numbers of tools  
→ a wider range of assessment methods:  
classroom observation and learning diaries

